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JOURNAL of EDUCATION

A. E. WINSHIP and A. W. BELDING, EDITORS

ISOBEL R. LAY, MANAGING EDITOR

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EDITORIALS

Tim, the Moron

TIM was sent to the ungraded room where Miss A-B-C was the teacher. He said: "I'm sent over here because I'm a moron. What's a moron?"

"We have over here the boys and girls who don't know some things that some other boys and girls know."

"Golly, is that what a moron is? Well, my dad is a moron, for ma says he don't know how to eat as other folks eat. But I like my dad just the same. He never nags me, never nags anybody. If he is a moron, perhaps that's the reason. What do *you* do with morons that other teachers don't do?"

"We find out what a boy knows that other boys don't know."

"Golly. This is just the place for me, for I know more birds than any feller in this school knows. I know a bird when I hear him sing. You know it's the he-bird that sings. I know where I'll find him, and I know where the she-bird's nest is. You know it's the she-bird that stays on the nest. I know just when every kind of bird is going to come here, and I know the birds that stay here, and the birds that are here only when they are going somewhere else."

"Why, you are a genius, Tim. I'm going to learn a lot from you about birds."

"Golly, Miss, I ain't been here an hour yet and you know, now, what I know. I was with that other teacher two years and she don't know yet what I know. All she knows is what I don't know. Golly, you're a genius. That teacher over there's a *Moron*."

We can recall no editorial in any daily paper in recent years of as great educational significance as the one which we are reprinting from the New York Times of August 3 in this issue of the Journal of Education.

Dr. Tigert, President

DR. JOHN J. TIGERT, United States Commissioner of Education for seven years, has accepted the presidency of the State University of Florida, which offers an opportunity for an interesting career for which he is admirably equipped. In the prime of life he turns from a

noble administrative achievement to assume responsibility for leadership in a new and highly important field.

Dr. Tigert has had an unusual series of notable achievements. He had a brilliant student career culminating in scholastic honors on a Rhodes scholarship at Oxford. He had a highly creditable professional career culminating in professorship of psychology at the State University of Kentucky. He had a spectacular career as specialist in college athletics.

He retires from seven years of famous administrative achievement in which he has secured remarkable appropriations from an economic administration, has had the Bureau established in the most extensive and modern offices of any Federal Bureau, with skilful office force doubled in number, with remarkable increase in salaries, rendering expert service in surveys of city and state school systems unsurpassed in efficiency, and the development of several departments unexcelled by any government agency of Europe, receiving from the recent meeting of the National Education Association a unanimous and hearty endorsement of the efficiency of the Bureau under his management.

Under the most favorable conditions Dr. Tigert enters upon a career for which he is especially prepared by scholarly attainments, administrative skill, national acquaintance and confidence, professional vision, and personality every way adapted to intensify the opportunities of the university of a state with a great future at a time when the South is entering upon national leadership, educationally and otherwise.

R. W. Bardwell, who goes to the superintendency of Madison, Wisconsin, from the superintendency of Rock Island, Illinois, has a rare opportunity for professional service.

The Retiring Age

THERE is no educational problem quite as complex as that which establishes an age limit. When the law says one must retire at seventy it virtually says that no one can be retired till the age limit is reached, and many teachers at seventy-five are more effective than some others are at sixty-five or even fifty-five. The law protects some teachers as fully as it protects some children. There has been no plan proposed that can retain the service of those who could render the best of service, of those whose health and efficiency would be highly valuable. All in all, the retirement of public school men and women at seventy years of age seems to be generally accepted, ridiculous as its operation often is.

The following statement represents a phase of the question that is unanswerable:—

"The retirement age is merely a state of mind. When I consider the cases of men who are active, inspiring, and pre-eminently useful up to a very advanced age, and again consider the cases of very young persons who appear to lose their grip before they even get started, how can I help coming to the conclusion that years are only one of several factors in producing age, and that more than one has found in courage, enthusiasm, and undaunted will, the fountain of eternal youth?"

Important Recognition

THE George Eastman Kodak Company of Rochester, New York, has a highly important new creation in moving picture action, and invited twenty-two guests to see the first demonstration of this wonderful creation. In this group were Thomas A. Edison, Michael Pupin, Adolph S. Ochs, publisher of the New York Times, and John J. Pershing, men who will rarely take the time to go a long distance on such an occasion. Our interest in this group is the fact that the United States Commissioner of Education and the president of the Department of Superintendence of the National Education Association were classed with Edison, Pupin, Pershing and Ochs. We are sure nothing like that would have occurred a few years ago.

It is no longer the business of Teachers Colleges and Normal Schools to teach students how to teach, but rather to teach them how to learn how to teach.

Life Members of N. E. A.

EVERYTHING in the last few years has conspired to stabilize the National Education Association. Not the least of the stabilizing influences has been the increase in life membership.

At Seattle in 1927 there was much rejoicing over the fact that after all the years there were at least one thousand life members, but that rejoicing looks very tame in comparison with the increase of eight hundred in the one year between Seattle and Minneapolis, and there was no excitement whatever. It was taken as a matter of course that if headquarters wanted to secure almost as many life members in one year as had been secured in scores of years they would secure them.

These extra 800 life members of the National Education Association will ultimately add $80,000 to the Permanent Fund. If that isn't a famous achievement we don't know an achievement when we see it.

Bogan in Action

SUPERINTENDENT WILLIAM J. BOGAN is putting Chicago schools on the map in noble fashion as he has a united Board of Education, a united group of teachers and principals. He is, first of all, grappling with the junior colleges. President H. Wallace Caldwell and Mr. Bogan have asked the heads of all the colleges and universities of the city to meet them, as they seek to solve the problem of providing adequate junior college facilities and adequately prepared teachers therefor.

Mr. Bogan is to have an advisory committee of fifty representative citizens, of whom the following, representing various city organizations, had accepted his invitation by August 1: Dr. C. S. Bacon, Mrs. W. S. Brewster, H. P. Chandler, Mrs. A. MacLeish, A. L. Foster, Dr. A. Kegel, Mrs. S. T. Lawton, Rabbi L. L. Mann, F. A. Moore, V. A. Olander, A. S. Peabody, Mrs. C. E. Shearman, S. C. Simms, Leah Taylor, C. W. Barnes, E. L. Burchard, Mrs. H. W. Cheney, G. W. Dixon, Mrs. E. W. Jackson, Mrs. B. F. Langworthy, Mrs. E. L. Loewenthal, W. J. Mee, Agnes Nestor, W. J. Parker, Msgr. C. J. Quille, Mrs. G. C. Sikes, F. Streyckmans, J. H. Witter.

The first meeting of this advisory board will be early in September.

A note from Florence Holbrook of Chicago from Leningrad speaks of the John Dewey party as every way enjoyable and successful.

A Famous State Achievement

FOR twelve weeks each summer the Iowa State Teachers College conducts five fully equipped academic summer schools in which students can study for standard scholastic credits with as good faculty leadership as in established colleges. The opportunity covers the entire state, is academically sound and economically wise.

While there are 2,400 students on the campus at Cedar Falls each summer, there are half as many more doing equally good work in five other communities at the same time.

No one of these five extension colleges is within 120 miles of the Cedar Falls institution, and none of them is in any city twice in five years, hence there are twenty-five cities that are sure to enjoy this educational luxury in each five years. There are, therefore, twenty-five exceptional college communities once in five years with from 150 to 250 earnest, very much alive students spreading the gospel of intellectual, social and civic aspirations for full twelve weeks.

Thus the Iowa State Teachers' College functions intellectually, socially and civically at high speed much as long distance power transmission carries hydro-electric force great distances, serving various communities.

At relatively slight state cost twenty-five communities get the financial stimulus, the civic stabilization, the social thrill and intellectual inspiration of a large body of students with the leadership of from twenty to thirty college professors, or their scholastic equal from other fields of educational adventure.

The benefit of such an ennobling atmosphere carries over the intervening five years, first, through what has been enjoyed and then in anticipation of what is to be enjoyed.

These twelve hundred young people who have these opportunities brought to their midst are the best recruiting field for the colleges of the state. They are exposed to the magnetic call of higher education.

These twelve hundred aspiring young people with their faculty leaders are a character-creative energy of the vacation season beyond power to measure.

Etta V. Leighton emphasizes the fact that the Constitution of the United States can be read carefully in twenty minutes. Has any one an excuse for not reading it?

Retirement of Wickliffe Rose

DR. WICKLIFFE ROSE, president of the General Education Board since 1923, has retired and will represent the Board unofficially in various ways. He is one year beyond the retirement age of the Board, which is sixty-five. Dr. Rose was closely allied to the University of Nashville and Peabody College for several years, but for twenty years has devoted his time and talent to administrative responsibilities connected with the Peabody Fund, the John F. Slater Fund, the Rockefeller Board, the Southern Education Board and the General Education Board. No other Southerner has had so vital a part in the promotion of education, especially in the South, as has Dr. Wickliffe Rose, and he has earned the official relief that he will now enjoy.

250,000 Essays

A QUARTER of a million pupils in the fifth, sixth, seventh and eighth grades, junior and senior high schools wrote creditable compositions on the coming World's Fair in Chicago. Superintendent Bogan says:—

"Never to my knowledge has anything attracted such keen attention in the schools. Apparently young Chicago is thoroughly 'sold' on the idea of celebrating this city's centennial. There has been a wide variation in the direction and mode of attack. All agree that the centennial is a great educational opportunity. City planning, development and growth of Chicago; art, science, music, engineering, construction—all have been discussed."

Belding's Page

TEACHER TURNS CAR WASHER

IT IS SO easy to get into the newspapers these days, not by going about one's business quietly and efficiently but by doing something unusual.

Thus Harry French, head of the commercial department in the Meriden, Conn., High School, might have done the most valuable sort of work as teacher and executive without becoming famous in the least. His notoriety came when he entered the employ of a Meriden garage for the summer as a car washer.

Some indignation has been voiced by school officials over Mr. French's action. A woman member of the board declares it "undignified."

But is it? Is any honest toil undignified? It is so regarded in some countries. It ought not to be so regarded in America. The notion that education is to train individuals for white collar positions only, is one which will not hold water. You cannot justify a system of public schooling on that basis.

Mr. French, whose reported salary of $2,970 a year is by no means sumptuous, has a perfect right to supplement his yearly earnings at any occupation short of bootlegging that he may choose. As a car washer he sets a worthy example of industry, and instead of disgracing himself or his profession, helps to make honest manual work respectable in the eyes of growing boys and girls. Mr. French will return to his classes in the fall a better teacher for his complete change of work, and the knowledge he will have gained that is not written in books.

PUBLIC FAITH NEEDS FACTS

AN INHERENT belief in the value of education is prevalent among the American people and explains why the taxpayers have been willing to spend—in recent years especially—almost any sums demanded for support of the schools.

In the beginning it was more or less of a blind faith. But blind faiths may reach a point where they require a rational basis. Increasing costs of education have awakened doubts in some minds, which can and must be laid to rest.

If the first impulse of educational leaders, when their spending was called in question, was to be indignant, they have wisely controlled that impulse. Today they are welcoming investigation of budgets and are endeavoring to apply the most approved methods of financial administration.

Meanwhile, the public must be given convincing reasons for the faith it has so long cherished in education.

As Dr. John W. Withers of New York University has recently pointed out, educators should persuade the public that education is a lasting investment and not a project which absorbs public finances without giving any adequate return.

The returns from education are so big and so obvious to most of us that we are likely to overlook the natural doubts of those not actively engaged in the process.

SERVING THE ALUMNI

REFERENCE recently made on this page to a book list issued by Wesleyan University (Connecticut) for the guidance of undergraduates and alumni in their general reading, elicited from a reader the information that a similar service is rendered by the faculty of Dartmouth College. The English department of the latter college issues from time to time an Alumni Reading List. This aims to call attention to outstanding books which members of the faculty consider worthwhile. The list includes fiction, drama and poetry, together with a few works of miscellaneous classification. The pamphlet is distributed, without charge, to all alumni.

College faculties are awakening to the fact that they can continue to be helpful to their graduates in guiding their informal education in the world beyond the campus. The colleges can, if they will, do much that is useful in maintaining the intellectual interest of their erstwhile students.

A DIFFERENT LAW SCHOOL

A LAW school, which is not designed to produce lawyers but to study the relations of law to society, will be something new among American institutions. Announcement comes that Johns Hopkins University will establish such a school the coming year. Funds have been made available for maintaining the school with a faculty of a few men, for a period of five years. The first year no students will be accepted, but the professors will gather material and organize the work. A number of specially qualified students may be permitted to join in this preliminary undertaking.

Literally millions of laws are on our statute books and thousands of attorneys are busily engaged in applying them. As to the effects, social and economic, of our multiplicity of laws, very little is definitely determined. Research along this line is needed if our superstructure of enactments is not to fall of its own weight and crush us. To some extent we are being crushed already.

Auson W. Belding

Associate Editor.

Latham Succeeds Seerley

D. O. R. LATHAM succeeds Dr. Homer H. Seerley as president of the Iowa State Teachers College at Cedar Falls. A man of thirty-eight succeeds a man of eighty.

The oldest college president in the United States, the president of the largest State Teachers Training School in America, the man who has handed a state teacher's training certificate to

DR. HOMER H. SEERLEY

more graduates than has any other man in the New World, the man whose graduates are today studying in more colleges and universities than of any other state teachers' institution, the man whose graduates are teaching in more cities, states and countries than those of any other State Teachers School or College, the man who has received more legislative appropriations by unanimous vote than has the head of any other State Teachers School or College, the man who has escaped more civic and religious, industrial and agricultural, political and professional rocks and shoals than has any other principal or president of a state teacher-training institution, retires in the vigor of manhood with unprecedented state, financial and residential provision, with the enthusiastic appreciation of the entire student body, past and present, with all officials of the state vying with one another to demonstrate appreciation and devotion, and introduces as his successor a young man inexperienced in large administrative responsibilities, but a young man whose first freshman year in college marked him as of exceptional ability, who has had the ardent backing of the entire faculty of the State University and classmates whenever needed, for his advancement, who has never ceased to increase his scholastic attainments, and who two months ago was rewarded by receiving the highest graduate degree after he

DR. O. R. LATHAM

was elected to succeed the most outstanding professional educator in the country. The faith and expectation of everyone is with Dr. Latham as he receives the "God Bless You" of Dr. Seerley.

Mankind today is like a baby. All the means of co-ordination are present. . . . But like a baby we are unco-ordinated. A baby with a sharp knife in its hands sees the flash of the knife as it waves in the sunlight, then suddenly feels a sharp pain. It howls, but is unaware of the relationship that exists between the twitching of the muscle in its arm and the pain in its leg. In its crying it is liable to throw its arms about more recklessly and to slash itself again and again. Our civilization holds such a dagger and has already slashed itself repeatedly.

—Carleton Washburne.

"I Would Walk a Mile For One"

By I. D. WEEKS

State Teachers College, Aberdeen, South Dakota

MANUFACTURERS of cigarettes are placing advertisements before the public that are designed to catch the attention of the passerby. One of the latest of these is: "I would walk a mile for one." There are a number of tendencies in education that should be placed before the public, as well as the teacher, in similar spectacular fashion. Many teachers "walk miles" to write teachers' examinations, to attend institutes, and to go to summer school. All of these factors may be fruitful in making for more successful teaching. There is, however, another agency perhaps deserving to be called an institution, that is designed to make the work of the classroom teacher more productive. This organization is a local unit of a Parent-Teacher Association.

The school purports to graduate boys and girls possessing desirable traits of citizenship. It is generally agreed that these traits are dependent upon heredity and environment. The Parent-Teacher movement is destined to create and maintain a more wholesome environment for youth. It attempts to promote child welfare in the home, school, church, and community.

Not only are schools concerned with the education of youth, but of adults. The Parent-Teacher Association affords an avenue whereby patrons of the school may come to study the reciprocal problems of childhood. An opportunity to understand educational methods and objectives and to learn how to apply these methods in the out-of-school environment.

The planks of the National Platform of the Congress of Parents and Teachers are indicative of the potential possibilities of this agency. 1. All year round parenthood. 2. Back to the home in the things that belong to the home. 3. Interpreting education to the public. 4. Interpreting the aims and objects of the organization to its members. 5. Emphasis upon law observance.

No alert, intelligent and progressive teacher can afford to pass up the opportunity that comes from active participation in a local unit of a Parent-Teacher Association. School administrators have come to see the significance of the movement. Jesse Newlon has said: "The most significant tendency in education now is the Parent-Teacher movement."

There is no organized movement possessing the magnitude of the Parent-Teacher organization in the interests of childhood. There are state branches in forty-seven states in the Union, and a membership of more than a million banded together under the foregoing platform.

There are a number of reasons why teachers should ride on this new educational band-wagon. In the first place it provides an opportunity for more contacts among parents and teachers. Home surroundings are reflected in the activities of the children. It is next to impossible for a teacher to teach successfully unless she knows the home environment of her pupils. Josephine may be nervous and timid in school. The teacher is perplexed over the situation of the girl until through contact with Josephine's mother she discovers the reason for the girl's condition. Henry seems to be depressed and downcast most of the time during school. The teacher is not able to lay her hand on the cause of the condition until one evening at a meeting of the Parent-Teacher Association she discovers that Henry's father is evidently the cause.

A Parent-Teacher Association affords a legitimate channel through which a teacher may interpret educational methods and objectives to the patrons of the school. Educational procedure usually lags far in the rear of educational thought. This will always be true to a more or less degree. The use of the new methods and objectives will be hastened when parents come to understand them.

A demonstration on how to teach the multiplication combinations might profitably be given at a meeting of a Parent-Teacher Association. Varied but frequent demonstrations and explanations of school work may be used to assist in interpreting educational methods to the public.

The parents have a way provided whereby they may study some of the problems of childhood. Other things being equal more enlightened parents will be better parents. Better parents have better children. Fathers and mothers who understand modern child psychology will do much to aid the teacher in her task as "a temple builder."

Dr. Butterworth of Cornell University has said that Parent-Teacher Associations spend a great deal of their time in raising funds for school equipment. While this is not the most vital purpose of the organization it is often significant in creating a more wholesome physical environment for youth. Dr. Swain, president of the State Teacher College of Mayville, North Dakota, says: "The human soul absorbs its environment."

The large membership of the Parent-Teacher

organization and the progressive activities of the many local units indicate the interest of laymen. Propaganda and sentiment may have been responsible to a large extent for the quantitative status of this institution. It is now at the crossroads. It may degenerate into a supply tank for the treasury of the school board, a more cosmopolitan bridge party, or it may die. The application of scientific principles in the activities of the association together with capable and intelligent leadership will mean that this much-needed and far-reaching organization will administer to an exceedingly urgent educational need.

The average layman looks to the teacher or educator for educational guidance and leadership. If the Parent-Teacher Association is to be a real educational force, then directly or indirectly the teacher or administrator must take a part in the endeavors of the organization. An institution will rise no higher than its leadership. In most cases the direct leadership should come from a parent; however, the teacher should feel a keen interest and responsibility in the welfare of the association.

Wide-awake, forward-looking teachers of nineteen hundred twenty-eight cannot afford to ignore this tremendously significant move in education. It seems worthy of the careful thought, study, and support of all progressive schoolmen and women. In the last analysis all new moves in education are dependent upon the knowledge, attitude, and skill of the classroom teacher.

Careful study of the Parent-Teacher movement will enable the teacher to say with the lover of cigarettes: "I would walk a mile for a Parent-Teacher Association."

America Not Partisan

By Herbert Hoover in Palo Alto, August 10, 1928

"Most of all I like to remember what American progress has meant to America's children. The portal of their opportunity has been ever widening. While our population has grown but eight per cent. we have increased by eleven per cent. the number of children in our grade schools, by sixty-six per cent. the number in our high schools and by seventy-five per cent. the number in our institutions of higher learning.

"With all our spending we have doubled deposits in our banks and building and loan associations. We have nearly doubled our life insurance. Nor have our people been selfish. They have met with a full hand the most sacred obligation of man—charity. The gifts of America to churches, to hospitals, and institutions for the care of the afflicted, and to relief from great disasters, have surpassed by hundreds of millions any totals for any similar period in all human record.

* * * * * * *

"I especially rejoice in the effect of our increased national efficiency upon the improvement of the American home. That is the sanctuary of our loftiest ideals, the source of the spiritual energy of our people. The bettered home surroundings, the expanded schools and playgrounds, and the enlarged leisure which have come with our economic progress have brought to the average family a fuller life, a wider outlook, a stirred imagination, and a lift in aspirations.

"Economic advancement is not an end in itself. Successful democracy rests wholly upon the moral and spiritual quality of its people. Our growth in spiritual achievements must keep pace with our growth in physical accomplishments. Material prosperity and moral progress must march together if we would make the United States that commonwealth so grandly conceived by its founders. Our government, to match the expectations of our people, must have constant regard for those human values that give dignity and nobility to life. Generosity of impulse, cultivation of mind, willingness to sacrifice, spaciousness of spirit—those are the qualities whereby America, growing bigger and richer and more powerful, may become America great and noble. A people or government to which these values are not real, because they are not tangible, is in peril. Size, wealth, and power alone cannot fulfill the promise of America's opportunity."

Dr. Tigert's Resignation

(New York Times Editorial, August 3, 1928.)

UNITED States Commissioner of Education Dr. John J. Tigert has resigned in order to accept the presidency of a university maintained by one of the states. This emphasizes the fact that education is still regarded primarily as a state function. Even the highest educational office in the Federal Government, concerned with the welfare of 27,000,000 children and a million teachers, is regarded as of less importance professionally than the executive headship of a minor university. Dr. Tigert's immediate predecessor resigned to take the provostship of another state university and then the superintendency of schools in Tulsa, Okla. Another predecessor quitted office to accept the presidency of a private university.

Whether, as has been strongly and widely urged by the National Education Association and other organizations, there should be a Federal Department of Education with or without Cabinet representation, it must be felt that even with its present title and function the United States Commissionship of Education should in dignity and in influence be pre-eminent among the educational offices in America and invite to its occupancy foremost men. Horace Mann accomplished his great work in Massachusetts, which mightily promoted the development of the public school system throughout the United States, under a title which seemed to belittle his office, but which he magnified by his service. The United States Commissioner is not clothed with much administrative power, but his opportunity to serve the schools of all the states is great, if he is supremely qualified for the office (and willing to live on its meagre salary).

The function of the Bureau of Education (which is a division of the Department of the Interior) is to collect statistics and facts showing the condition and progress of education in the several states and territories and to diffuse such information respecting the organization and management of school systems and methods of teaching as shall aid the people of the United States in the establishment and maintenance of efficient school systems and otherwise promote the cause of education through the country,

About its only definite ministerial duties are those which relate to the management of the schools for natives in Alaska and the supervision of "the Government reindeer industry" in that territory, and to the oversight of the agricultural colleges and schools of mechanic arts under the Morrill act. But there is an undefined work of collection, diffusion, assistance and promotion—a field extending across all state lines but erasing none, bounded only by the ability of the Commissioner and of the staff at his command. Such service as the bureau can give in making available to all the states the experience of each and in bringing to them the counsel of other lands and times should not and need not impair the state's obligation to its children. It should rather intensify the state's sense of responsibility as well as improve its educational theory and effort.

It were better, perhaps, that one should be called to the position who has not only had technical training as a teacher and a cultural background, but who has also had his experience largely within the range of the public schools. No university president or city or state superintendent is "too good" for this office. It will be difficult to find an educator in any field good enough. Dr. Tigert, educational soldier that he is, with an excellent record, has chosen to go back into action—to the educational front. The position calls for one who will be content to ponder over the grand plan of campaign and give counsel to those who carry on as teachers in this greatest of democracy's undertakings.

On a Lazy Summer's Day

By FRANCIS G. BLAIR

Did you ever go a-fishin'
On a lazy summer's day
When the wind's a-blowin' gentle
Like it's dreamin' on its way,
An' the bees an' flies are buzzin'
In the warm an' sleepy sun
Like they's tired of workin' always
Fer the winter that's to come?

That's when fishin' is the finest,
On a lazy summer's day
When them lily pads is sparklin'
In that cove just up the bay,
And the dragon flies are dartin'
In them reeds that line the shore,
An' the blinkin' frogs a-sunnin'
Like even jumpin' was a bore!

Just to lay back while a-fishin'
On a lazy summer's day
When the cloudless sky you're watchin'
Seems a million miles away,
An' the weary leaves is rustlin'
Like a drowsy waterfall
In the cool an' shady woodland
Where them birds an' crickets call,

Maybe folks should be a-workin'
For a distant rainy day
Pilin' up them mighty dollars
'Stead of fishin' time away
But I figures they is losin'
More'n wealth'll ever pay
Settin' penned up an' a-slavin'
On a lazy summer's day.

Education a Life Process

By DAVID A. WARD, Superintendent
Wilmington, Delaware

EACH individiual determines the standard of his accomplishment, of his scholarship, of his civic usefulness, of his moral and religious conduct. The excellence of any piece of work will never rise higher than the standard set by the worker. Favorable conditions, pleasant and agreeable surroundings contribute to the success of any kind of work, but the most favorable conditions will not produce good results without good workmanship. On the other hand, the worker with a vision and a determination impelled by an honest purpose will often achieve success under the most difficult conditions.

One man graduates from college with all the attributes of a good citizen. He performs all the obligations of citizenship. He is successful in his occupation. He stands well in his community, makes a good living, and has the respect and confidence of his fellowmen. He maintains a high standard of work. He turns out about the same quantity and quality of product year after year. Whether his occupation be a profession, a business or a trade, his annual output can be forecast with a reasonable degree of accuracy—always the same, always of high quality. He maintains a high standard of efficiency in whatever he does, but he does not seek to surpass his achievements. He has his growth. His standard is high, but is fixed.

Another man graduates from college. He is equally assiduous in performing all the duties of good citizenship, equally punctual in meeting all obligations. He maintains an equally high standard of efficiency in his occupation. But he does more than this. He puts into his work the force of a dynamic personality that leaves an impress of his high purpose on the product and marks him as a superior workman. This margin of excellence is attained through constant striving for higher standards. The latter man has not ceased to grow.

Education is a life-time process. There is no time in the life of an individual when it may be said with propriety that he is a finished scholar. The world is moving too rapidly today for a finished education to serve effectively either the individual or society. In a progressive society a continuing education is the only one that will meet the demand. This is the modern view of education. In mediaeval times, and up until this age of science, an education was considered a well-defined accomplishment. This conception of an education results in fixed standards, and is not conducive to progress.

Your conception of what constitutes a college education will determine to a large extent your course in life. Do you have a finished education? Are you ready to settle down and enjoy the comforts of a good position with a regular round of duties, which, well performed, bring satisfaction and comfort? Or, do you have a restless desire for something better, something higher than that which you have attained? If you have an adventurous spirit your daily round of duties may not be performed with so great complacency. Life may hold for you many disappointments, many hardships, even temporary failure, but the possibilities are unlimited, and the joy of achievement is worth the risk of the adventure. To the man equipped for life, with a college education, good health, a hunger for knowledge, a desire for achievement, a spirit of adventure, an honest purpose, and an indomitable will, there is no failure. Some of these qualities are innate. They can all be acquired.

Many experiments in adjusting and reorganizing college curricula are now being carried on. In such universities as Stanford, Purdue, and Minnesota men are employed to study and reorganize the entire curriculum. Various experiments to determine the advantages of practical instruction are now under way. The University of Wisconsin is attempting individual instruction in a special experiment conducted by Dr. Meiklejohn. Swarthmore has established an honors course. Students of high standing at the end of their second year are admitted to this course. No record of the student's progress is kept. Class attendance is not required. The student is entirely on his own resources. The only requirement is to pass the final examinations. Princeton and Harvard are attempting to individualize instruction. The University of Michigan is experimenting on a new type art education. Antioch College, through its individualized and co-operative plan is developing administrative ability. Cornell, Oklahoma, and other universities are establishing relationships with various religious boards of education and receiving assistance in their individual student problems. Student personnel service is being developed by New York University in co-operation with the National Junior Personnel Service Incorporated. Colleges and universities throughout the land are securing for their personnel service, the co-operation of the Young Men's Christian Association and the churches. They are utilizing the services of psychologists, psychiatrists, chaplains and physicians. Both the personnel movement and the movement to adjust and reorganize the curriculum are but different phases of the same general educational movement, and that is to pro-

vide the facilities for every individual to pursue the type of education to which he is best adapted.

This broad educational movement toward the individualizing of college and university instruction is largely the result of the phenomenal increase in the number of people going to college. In the year ending June 1916, there were enrolled in the colleges and universities of the United States, 250,000 students. In the year ending June 1924, there were 720,000. In this period of eight years the number of people going to college had increased to nearly three times the number in 1916. A bulletin of statistics of universities, colleges and professional schools, issued by the United States Bureau of Education for the year 1925-26, shows that in that year there were enrolled in 975 institutions of higher learning a total of 822,895 students. In addition to this number in the regular academic year, these institutions enrolled in their summer schools, winter short courses, extension and correspondence courses, a total of 481,707 students. There were, therefore, more than a million and a quarter of people in that year directly engaged in extending their college and university education. During the same year there were 102,989 degrees conferred. The American Year Book for 1927, edited by Albert Bushnell Hart of Harvard University, reports that since 1901 the population of the United States has increased 20 per cent., while in the same period the college enrollment has increased over 700 per cent. With this vast and ever increasing number of people seeking admission to institutions of higher learning the colleges are facing an acute problem in providing housing and instructional facilities. The attempt to solve this problem has led to an analytical study of the student personnel with a view to the selection of those applicants who would profit most from college work. These studies have disclosed the varying needs of students. Consequently the curriculum has been correspondingly studied and adjusted in an effort better to meet these needs.

A generation ago a college diploma carried with it a certain distinction of unusual achievement. Today college education is a necessity. The business man as well as the professional man is finding out that the college contributes to his success and to his usefulness in the society in which he lives. In whatever line of endeavor you may choose you will find there the college-trained man or woman, and the one who excels is the one who takes advantage of every opportunity to increase his knowledge and strengthen his powers in the field of his work.

Growth in the individual is essential to the development and enlargement of the work he is doing. The man who brings to his daily task the freshness and vigor of an inspiration acquired through his own self-improvement infuses that inspiration into those with whom his occupation brings him into contact. His growth not only is reflected in his work, but contributes to the spiritual growth of others. It is the man who takes advantage of every opportunity for his own improvement who fires his fellow workers with the ambition to cultivate greater capacities for achievement.

Never were the opportunities for leadership through service greater than they are today. Never before has the youth of the world been so awakened to these opportunities and to the necessities of leadership in world affairs as now.

The youthful mind is awake as never before. It is asserting its independence of thought and action with a boldness which is significant of a new and liberalized social order. Whether a higher or a lower standard of social relationships will result may be questioned; but that the accepted standards and customs of the past are the subjects of the questioning attitude of youth there is no doubt. Young men and young women are seeking new ways of self-expression. They are ignoring traditions with an independence of attitude that betokens radical changes. These young people are thinking constructively. They are testing old theories with modern scientific research methods. They are examining great fundamental truths and seeking new interpretations to fit the complexities of life in this most active age in the world's history. The youth movement is world-wide. It is the inevitable result of the great war with its disregard of traditions and conventions coupled with the stupendous advance in scientific research and invention, especially in the fields of transportation and communication and activity. It is a period of confused but vigorous thinking, and in the realms of social organization, of politics and economics, of theology and religion, the daring spirit of youth which spans the Atlantic through the air, or plants the cross on the icy desolation of the North pole, will not hesitate to explore new fields.

It is into this world of independent thinking and intensified activity that the graduate of 1928 enters. There never was a time when clear thinking and courageous action was more necessary than now. Efficient service and leadership are in demand and the fields of opportunity are open.

Industries more and more are employing the services of trained experts. The various forms of engineering, scientific research and industrial management are demanding leadership and training of the highest order.

Business has assumed a new and significant role in local, national and world affairs. Instead of a means for a livelihood, it is now regarded as an opportunity for service, and the old-time selfish methods of unfair competition are giving way to higher methods of co-operation. Competition in better service takes the place of competition in volume of trade. These are the ideals of the

great leaders in business. The ideal has not yet been achieved and business is calling for men and women of insight and courage to push it on to higher and more useful standards.

Great economic and social problems are confronting us today in this country, and they grow more important and more difficult of solution with the increasing complexity of our national life.

The problem of world peace is yet unsolved. We are a world power. We are the richest nation by far in the world, and because of our wealth, our greatness in natural resources, our location, and our independent but generous spirit, we occupy the key position in world affairs. The countries of Europe and Asia are looking to us for leadership in establishing safe world relationships.

All these and many other great fields of endeavor are inviting you to have a part in the general movement toward the realization of the highest standards in the service of humanity. The highest motive any one can have in choosing an occupation is to make conditions of life better for his fellowman. There is no restriction as to your choice of work. We are not born into an occupation or a restricted social class. There are no limitations to your achievement but native ability and industry. The man or the woman who achieves is the man or the woman whose education has only begun at commencement time.

It is not enough to start the motor. It must be kept going if work is to be performed. If a uniform motion is to be maintained against friction the motor must receive the constantly renewed impact of the motive force. If the speed is to be accelerated the force must be increased, and in mathematical proportion to the speed desired. This principle applies in human endeavor. Your college training has given you the start. For sustained and increasing achievement you must constantly apply the motive force of self-improvement.

High religious ideals, honestly conceived and faithfully followed, are essential as a background for a service that will elevate the standards of society and promote the welfare of man. Service rendered on such a basis with the happiness that comes from the inspiration of a constantly self-directed growth in ability and power is its own compensation.

For this type of service and for leadership which, in its field of endeavor, strives for the betterment of mankind, the world is calling. To him who has the courage to answer the call, to him who, in the honest conviction of a noble purpose, continues through life an earnest striving for the highest use of his powers, there is honor, satisfaction, success.—Address delivered at the commencement exercises of Rio Grande College, Rio Grande, Ohio, June 12, 1928.

Delicious Acid Drinks

... prepared without lemons

Horsford's Acid Phosphate is a real body-building substitute for lemon or lime juice in the preparation of refreshing acid drinks. It is very convenient to have at hand and a most wholesome addition to any flavor fruit syrup. Two tablespoonfuls of Horsford's will serve in place of the juice of one and one half lemons.

Horsford's Acid Phosphate

D-51-4

AT ALL DRUGGISTS

A Teacher

By PEGGY STINEBACK
Detroit.

Here you are—
Correcting papers with a blue pencil,
In your careful script.
Yes, here you sit among
A hundred solemn girls and boys, their heads
Bent studiously over Latin grammar;
Here, in your blue frock, you sit,
Sedately scanning pages for queer lapses
In English pronouns, or in statements like:
"This man, Ben Jonson, wrote 'Go Lovely Rose'",
And down your expert pencil swoops, correcting
Decisively. And I am wondering * * *
For I can see you in a clean white kitchen
Where odors of round golden bread puddings are mingled
With fruity apple smells.
And, instead
Of saying to Joseph Bernardi in class next day,
"Please study up on this man, Edmund Waller,
You seem to scorn his right to live, completely."
You are reproving your young son for eating
Too eagerly from his deep bowl of bread
And creamy milk.
And though your words are clipped and sober, you
Can feel your heart within you singing anthems;
Feel it shouting;
Feel it singing exultantly,
"Oh, the darling! My own, my own dear faulty little boy!"

* * * * *

But no.
I must remember you're a teacher;
Here you sit—
Correcting papers with a blue pencil
In your careful script.

—Michigan Education Journal.

Traveling Through Tropical Isles — I

By L. H. PUTNEY
Boston

Porto Rico, "Land of the Rich Port."

IT IS nine o'clock on a tropical evening and the little steamship Catherine is slowly poking her smudgy nose out of the harbor of San Juan. Could she only voice her thoughts, doubtless she would berate the times much as do many of those whom she has served so faithfully all these years. And why should she not, considering that since the intrepid Lindbergh saw fit to fly his Spirit of St. Louis straight over the Spanish Main, her monopoly of linking up the ports of San Domingo and of the Virgin Islands of the United States with San Juan has been threatened by a company of other birdmen with their plane, the Santa Maria. When such things are happening in this land of pleasant memories and long established traditions, well may the old men shake their heads and prophesy dire consequences for Porto Rico, which owes its name to none other than Ponce de Leon, well known to every American school boy because of his discovery of Florida in a search for the fabled "Fountain of Eternal Youth."

But to return to the Catherine. A few hundred yards to the right we are leaving behind the frowning walls of El Morro, that wonderful old fortress which tradition declares was begun by command of the great Charles himself, but which more likely owes its being to the scare injected into Philip II by the freebootery of Hawkins and Drake and others of the hated English. Be that as it may, the fortifications still stand much as they did in the days of Spain's greatness, and where once the sentinels of Philip kept their lonely vigil, now the khaki-clad soldiers of Uncle Sam challenge the advance of the interloper.

Once again we are leaving behind us this gem of the Antilles, Porto Rico, the "land of the rich port," and hardly will the sun have lifted his flaming orb out of the abyssmal depths of "Brownson's Deep," just to the north, which is to the Atlantic what Everest is to the Himalayas, than we shall be at anchor in the picturesque harbor of what was once Charlotte Amalie on the little island of St. Thomas, one of the Virgin Islands of the United States. Porto Rico! What strange medley of thoughts do these words so full of melody conjure in that mind of yours? Can you see this verdant outpost of America's greatness rising majestically out of the blue waters of the Caribbean to serve as a link that shall bind by ever closer ties the Anglo-Saxon civilization of the North with the Latin culture of the South? Can you picture its walls and palaces, its churches and plazas, its houses and shops, hoary with age long before the gentleman adventurers of the Virginia Company essayed to search for gold in their grant along the James, or the little flock of John Robinson crossed over to Leyden in order to worship God according to the dictates of their Separatist consciences?

Porto Rico is the fourth largest and the more easterly of the greater Antilles. It is distant four days by steamship from New York, and is separated from St. Thomas on the east by a passage only forty miles wide and from Hayti on the west by one less than twice that width. In size it is about equal to that of Rhode Island and Delaware combined. Geologically it is a protrusion of a great range of submerged mountains which in places rise to a height of three thousand feet above sea level and reach down so closely to the sea that they leave room for only the narrowest coastal plains.

According to the census of 1920, Porto Rico had a population of about 1,300,000, which means that it is one of the densest populated regions under the jurisdiction of the United States. Since 1887 the increase of population by decades has exceeded 16 per cent. Should this condition continue, the island will soon be confronted with a serious problem to find sustenance for a population out of all proportion to its economic needs, much as is the case in Java and Japan today. About 25 per cent. of the total population is officially classed as negro, but judging by what one sees on the streets and in other public places, this percentage would be much greater were any such definition employed as prevails in the Southern States.

Apparently no one in Porto Rico wishes to admit the possibility that blood of the original native inhabitants flows in his veins. Whenever we discussed this question, even with those who unquestionably were of African descent, we were assured that the Porto Ricans were of the purest Spanish ancestry. While it is quite possible that the male Indians may have been exterminated by their Spanish taskmasters, it is hard to believe that the blood of the Boriquines does not course in the veins of the descendants of many of the *conquistadores*.

Be all this as it may, there is no racial unpleasantness in Porto Rico. Although the white Porto Ricans insist that the color line is drawn rigidly in purely social matters, when it comes to politics, business, religion, and education the fairest Castilian and the blackest African meet on terms of absolute equality. Indeed, nearly one thousand of the 4,500 public school teachers are admittedly

negro, and so many of the principals are colored persons, that in bringing teachers from the continent discrimination has to be practiced against persons from south of Mason's and Dixon's line.

Porto Rico has a system of highways which would do credit to any of the states on the mainland. As a result one can travel by *guaguas* or busses to almost any town on the island, and at a very low cost compared with such transportation in the United States proper. In this connection it is interesting to note that distance along these highways is marked by kilometer posts instead of by mile posts, for the reason that the metric system of weights and measures has been in use for many years.

Like all Latin peoples, the Porto Ricans take great interest in debate. Almost any evening one can observe such heated arguments taking place in the plazas as to lead to the conviction that physical violence must result, and very often over the most trivial questions. It is not surprising, then, to find that Porto Rico probably has more *politicos* or demagogues than are good for her, and that political propaganda is rampant. Fortunately, however, it does not appear to have got such a powerful hold on the University as is the case in the Philippines.

Judging from what you hear on the streets and read in the press (Porto Rico has twenty-two daily or weekly newspapers) the island is eager to cut loose from the United States, but we are told privately by some of the most outspoken *independistas* that this is all buncombe for home consumption. Still there is no doubt that the island is torn by much political discontent, which is especially pronounced in the towns, and in all fairness it must be admitted that responsibility for this rests to a considerable degree on the Washington government.

By the Treaty of Paris entered into between the United States and Spain after the Spanish-American War, Porto Rico became a possession of the United States without consulting the wishes of the Porto Rican people. For a time the island had a military government, but on May 1, 1900, this gave way to a civil government. The present organic law is the so-called "Jones Act" passed by Congress in 1917. This gave to Porto Rico an elective legislature consisting of two houses and provided that all the department heads except the commissioner of education and the attorney general should be appointed by the governor with the advice and consent of the Insular Senate. As had been the previous practice, the governor together with these two officials and the insular auditor continued to be appointed by the President of the United States.

Perhaps with some justice, the Porto Ricans seem to resent the policy of the President, which is to appoint continentals to these positions. They claim that residents of the island should be selected and as far as possible native-born Porto Ricans. Recently, when the office of attorney general became vacant, President Coolidge ignored their representations and elevated to this position a continental assistant attorney general. In extenuation of this ignoring of their plans, however, it should be remarked that the attitude of the politicians toward his Porto Rican commissioner of education has not been such as to encourage him in continuing the experiment any further.

Still, if we are correctly informed, too frequently in the past appointments to offices in Porto Rico have been made with a view to finding a place for some loyal partisan, without any thought of the sort of example he would be to the Porto Rican people. On general principles it can be said that if continentals must be appointed, they should invariably be men who represent the highest type of American ideals, and that character must take precedence over partisanship. They should also be men of such cosmopolitan minds that they can look with sympathy and tolerance on the traditions of the people whose political affairs they are called upon to administer.

There is no surer way to foment discontent among such a people, and especially if they happen to be of Latin stock, than to interfere unnecessarily with their social customs. A shining example of this in the administrative history of Porto Rico is the suppression of cockfighting, which for time immemorial had been a national sport of the Porto Ricans. The principal result was to breed law-breaking and to create ill-feeling among the poorer classes, where friendship normally could have been counted upon by the new government. Only a few weeks ago the legislature attempted to undo the mischief of the last quarter century by passing a law which would empower the municipalities to license the sport at their discretion.

As one travels through Porto Rico he forms a very friendly feeling for the people, especially for the *jibaros* or country folk, whom he passes in the fields at work cultivating the sugar, tobacco and coffee, or meets along the road with their great lumbering ox-carts. Although the annual income of few of them exceeds $150, they seem an unusually happy people and apparently are of almost pure Spanish blood. For the most part their houses are only thatched-roofed huts with earthen floors, although we are told that floors of sawed boards are slowly being introduced. Their food is simple, consisting principally of rice, beans, salt codfish, and native fruits, especially the banana, with a little meat at very rare intervals. Although the older *jibaros* are largely illiterate, they seem to be anxious for their children to receive an education, as is borne out by the fact that the school enrollment in Porto Rico is nearly 230,000 with no attempt to enforce compulsory attendance.

(To be continued)

Personal and Professional

FREDERIC ALLISON TUPPER, who retires from the Brighton High School of Boston because he has reached the "retiring age," is welcomed by a prominent Investment Securities Company, J. W. Brown & Company, 53 State street, Boston. Mr. Tupper graduated at Harvard University in 1880, in the class with Theodore Roosevelt, Josiah Quincy and several other very prominent Americans. He has been principal of the Brighton High School of Boston for twenty-seven years. His retirement was the occasion of unusual public and professional functions, which began with the headmasters of Boston, who gave him a dinner at the Boston City Club. At the annual dinner given by the Mayor to the higher cadet officers and instructors he was officially eulogized. For three years in succession his High School "A" Company had defeated the winning companies of every high school of the city. The teachers of the school, past and present, gave a dinner seasoned with gold coin. The alumni gave a reception at which there were more presents. The Girls Council of the school presented him with more gold. The class of 1928 presented a beautiful painting and still more gold. Among other gifts was a volume with the names of all graduates for twenty-seven years duly engraved.

DAVID A. WARD, superintendent, Wilmington, Delaware, whom the Rio Grande College of Ohio honored with a doctorate in June, is rendering notable service to the state as well as the city. Few city superintendents have had an opportunity to do as much for any state as he is doing for Delaware. Indeed, few states have been able to do as much for all of the children as Delaware is doing. The wealth of the Duponts is being used abundantly and skilfully under the leadership of State Superintendent H. V. Holloway, with whom Dr. Ward works heartily. Half of the population of the state is in Wilmington, which gives Dr. Ward a great responsibility as well as opportunity. He is one of the most distinguished alumni of Rio Grande College, and is pre-eminent in educational leadership in the National Education Association.

L. PHILIP DENOYER, of the Denoyer-Geppert Company, Chicago, has spent three months in England and on the continent. He and Mrs. Denoyer used their Cadillac from Chicago to Montreal, and in all their traveling abroad. While it was primarily a pleasure trip Mr. Denoyer visited the great publishing houses which the company represents in America, such as the world-famous firm of John Bartholemew of Edinburgh, which does much special work for his company; George Philip & Son of London, and the makers of the famous Auzoux Anatomical Models in France; and E. J. Arnold & Sons, of Leeds. One of the reasons why Mr. Denoyer went abroad this year was that he might attend the international conference of geographers at Cambridge.

Dr. L. W. SMITH, township superintendent of Joliet, Illinois, succeeds Dr. H. B. Wilson as superintendent of Berkeley. The principalship of the Joliet township ranks with a superintendency, thanks to J. Stanley Bonn, whose service there magnified the opportunity and responsibility. Dr. Smith has continued the prominence of the position in every way, as his selection for so important a superintendency as this in California demonstrates.

DR. J. L. BEESON, acting president of Georgia State College for Women, Milledgeville, has been elected president of the college. Dr. Beeson has been a member of the faculty for thirty years. He is a graduate of Johns Hopkins University, is a fellow of the American Association for the Advancement of Sciences. He will continue the college on the lines established by his eminent predecessor, the late Dr. M. M. Parks, who really created this noble institution.

GEORGE COLVIN, president of the University of Louisville, who died recently in Louisville at the age of fifty-three, had an interesting personal and professional career. He was one of eight children, of a family and community that made living no luxury, and at the age of ten left home to work for his own living in a neighboring city. At sixteen he had prepared himself for college while earning a living and was graduated from Centre College, Danville, Kentucky, with scholastic and athletic honors at the age of twenty, and from the law school at twenty-two. He was state superintendent, 1920-24, and was president of the University of Louisville from 1925.

TREVOR ARNETT, business manager of the University of Chicago, who succeeds Dr. Wickliffe Rose as president of the General Education Board, was secretary of this board from 1920 to 1924, when he resigned to accept the position with the University of Chicago. He was born in England fifty-eight years ago, was educated in the University of Minnesota and the University of Chicago.

EDUCATION IN ACTION

Character Ideal Set to Teachers

Development of an educational system which would stress the development of character and high ideals rather than merely retail facts, was recommended by Ernest C. Hartwell, superintendent of schools of Buffalo, in an address before the summer schools at Chautauqua, N. Y. Progress in education in the United States has been unprecedented, Mr. Hartwell declared. It has shown its practicability, he added, by the increasingly good use which Americans are making of their leisure time and the high degree in which the country has been able to assimilate a large foreign population. "The purpose of education, however, is not so much to put content into the student's thoughts as to develop certain mental attitudes, desirable tastes, habits, and ideas," he said.

Tricks of Babies To Undergo Study

A thorough research into the tribulations of babyhood is to be undertaken in New York State by a new division organized in the State Department of Education. It is to be called the division of "child development and parental education," by virtue of the fact that while the "specimens" will be infants at the outset of their careers, the benefit of the observation will accrue to parents. They are to learn by this means how to conduct their offspring through the maze of potential repression to the dizzy heights of genius. The work is to be financed by the Laura Spelman Rockefeller Foundation, which is already financing like activities in Iowa, California and Minnesota and in the District of Columbia. The director is to be Dr. Ruth Andrus, who had served as chief of the Institute of Child Welfare Research conducted by Teachers College, Columbia University. The study embraces three points of attack—a comprehensive study of the needs of the child; a survey of how those needs are being met by existing agencies; and, finally, how they might be met in a greater degree.

Newspaper as Model In English Class

Newspaper writing is influencing more and more the English taught in the public schools, according to Miss Margaret M. Sullivan, who has taken over the course of the "School Newspaper as an Extra-Curricula Activity" at Teachers College, Columbia University. She believes that the school newspaper has become an experimental process in the teaching of cultural English. Miss Sullivan teaches a similar course in the South Bend High School at Cleveland. In her class there the students publish a seven-column weekly paper, which for the last five years has been judged the best school paper in Ohio, and in the spring won national ranking at Columbia. Miss Sullivan believes the average pupil above the fifth grade can gain as much from the study of newspapers and the practical experience of getting out a small school sheet as in the English classroom.

Professor Buys Plane To Fly to Lectures

Automobiles and trains are too slow, too noisy and too dirty for the University of Pittsburgh's "Flying Professor," Dr. Harry C. McKown. He has bought a mono-coupe plane and intends to fly to lecture engagements in Johnstown and other nearby cities. During the summer Dr. McKown is giving courses in secondary education in Erie, Uniontown and Johnstown. He says that with his new plane he will be able to leave home in the morning for Erie, teach several classes, leave and be home in time for dinner the same evening. The "Flying Professor" and Mrs. McKown were married two years ago in an airplane, flying 1,000 feet above Central Park, New York. After summer school is over Dr. and Mrs. McKown plan to fly about the country on a vacation tour.

Noyes Estate Provides Seven Hundred Scholarships

Scholarships in colleges and universities over the country, covering the entire field of learning, including engineering, medicine, teaching and public health, have been made available for the coming year for 700 men and women who served in the World War, it was announced by the trustees of the LaVerne W. Noyes estate of Chicago. The scholarships will be divided among sixty institutions of learning, Lewis C. Walker, one of the trustees, stated. The scholarships are open to all American citizens, regardless of sex, race, religion or political creed, who served in the armed forces of the United States during the World War. Male applicants must show they were in the service sixty days prior to the signing of the Armistice. That ruling, however, does not apply to women who served as nurses in the army or navy, for they, in most cases, were in the service long after the armistice was signed.

School Needs Help of Home

Education of parents is "one of the most important movements in modern American education," and offers valuable means of providing a solution for many social and civic problems, according to speakers at a conference on parental education and the public school at Columbia University. The speakers declared that the public school systems should realize their responsibility toward education of parents and that they should "catch the vision of the modern educator." "Every school should become a centre for study for adults as well as children," Dr. Jesse H. Newlon, director of Lincoln School, Teachers College, said.

Business Pays Most To Princeton Class

That the median annual salary of members of the class of 1916 of Princeton University who became professional men is lower than that of their classmates who entered business is revealed by a recent investigation. The median salary of members of the class engaged in production activities was $7000, according to the investigation, while the median incomes of those in commerce and the professions were $5500 and $3600 respectively. The median salary is described as the middle sum in the salaries arranged according to magnitude.

Yale Dean Opposes Student Loans

Clarence Mendell, dean of Yale College, has expressed himself as opposed to the system by which students borrow money to pay their way through college with obligation to repay after graduation. "The student who graduates from college with a debt hanging over his head is held back," Mr. Mendell said, "at the outset of his career. He is given the wrong incentive at the very beginning, and instead of building steadily and clearly for the furture the young man's energies are absorbed in an effort to pay off debts. Both the psychological and economic effect of this seems to me to be very bad."

Leave Work For School

Leaving glove-sewing, dressmaking, stitching, hand folding, and other individual employment behind them for six weeks, forty-four women and two men from six states enrolled in the fourth annual summer course for workers in industry at the University of Wisconsin. Started as an experiment four years ago, the project is said by university officials to have proved itself sound in principle and feasible in practice. The course is planned to give capable workers an insight into the world of education and its relations to industry. Many of the students have not completed their grammar school education. Others had a year or two in high school and several are immigrants, according to records of Professor Don D. Lescohier.

Statistics of School Attendance

The following statistics of school attendance will prove of interest to educators:—

In sixteen Southern States, in 1925-26, the number of white children from five to seventeen years, inclusive, was 7,322,084, and the number of colored children was 3,114,750; thus the percentage of white children of school age was 70.2, and the percentage of colored children was 29.8.

The enrollment in public schools in these states during the foregoing period was 6,071,195 white children, and 2,141,206 colored children. For every 100 white children of school age, eighty-three were enrolled; and for every 100 colored children of school age, sixty-nine were enrolled.

The improvement in attendance requires not only trained teachers, but also a strong interest in the school, especially by the parents of the pupils, that they may place emphasis on regularity and punctuality in attendance.

The teachers employed in these sixteen states during 1925-26 numbered 238,132, of whom 192,466 were white, and 45,666 were colored.

Arctic Teachers Await Steamer

Along the shores of the Bering Sea and the Arctic Ocean there are eighty school teachers and 12,000 Eskimos waiting for the annual arrival of the department of interior steamer, which is their only contact with the outside world each year. These eighty American teachers who are marooned, save for the annual arrival of the U. S. S. Boxer, from all outside contact, are under the direction of John J. Tigert, United States Commissioner of Education, Interior Department. All their supplies and their reading matter come with the yearly trip of the department's steamer. The Boxer will carry supplies to all those school stations of the far north. She will carry mail and reading matter to last another year. In her cargo will be a number of radio sets. She will have on board a number of venturesome spirits who are bound for the Eskimo villages, there to replace other teachers whose terms of service have expired.

Teacher Surplus Reported in New Jersey

Charles H. Elliott, New Jersey Commissioner of Education, reported to the State Board of Education that 1,146 of 1,519 applicants for admission to the normal schools passed the examination in May. He recommended that the test be made more difficult so that more students will not be admitted to the normal schools than can be absorbed as teachers. There is a surplus of teachers in Northern New Jersey, he said. His suggestion that the examination include American history and a uniform intelligence test was taken under advisement.

Educational Aims Of Modern Youths

"The modern young man of the city, in his early twenties and just starting in business, is not thinking solely today of his job and of advancement in it; nor are these subjects the only ones which engross him in day or evening school work. He is quite as eager for knowledge along cultural, religious, civic and social lines. In fact, he is quite willing to attend classes dealing with such subjects in order to learn more about them." These conclusions are reached in a report on informal non-vocational education work as carried on in twenty-seven of the country's Y. M. C. A. schools. The report stated that there was an increasing demand throughout the country for classes built around such subjects as the growth of personality, law for laymen, development of cultural interests, modern-day applications of the teachings of Christ, ethics, current events, modern social problems, social welfare, marriage problems, thrift and economic problems, health, etiquette and manners and dress.

Three Generations In Same College

Enrolled at the summer session of the Kansas State Teachers' College are a grandmother, her three daughters and three granddaughters. The grandmother, Mrs. E. E. Shipley, is principal of the Lincoln School at Miami, Oklahoma. At the college this summer Mrs. Shipley, who is majoring in history, will receive her degree. The three children of Mrs. Shipley who are attending school are all teachers. Mrs. R. B. Walker teaches in Treece, Kan.; Mrs. Wayne Loafman teaches near her mother's building in Miami, and Miss Elizabeth Shipley is a primary teacher in Picher, Okla. Catherine Walker, Regina Walker and Sue Wayne Loafman are the granddaughters. Catherine and Regina attend the college high school and Sue Wayne is in the grade training school.

Quits Oil For Education

John D. Clark, president of the Midwest Refining Company, a director of the Standard Oil Company of Indiana, and vice-president of the Pan-American Eastern Petroleum Company, is preparing to desert business for the scholastic field. He will resign his position with the Midwest soon, it was said in financial circles, to enter Johns Hopkins University at Baltimore this fall. Mr. Clark will take a post-graduate course in law and specialize in economic research, with a view to fitting himself for a place in the educational field.

School Land Costs Studied by Boston

After studying the cost of school lands for the last ten years, to determine the part this figure plays in the present cost of public education in Boston, the Finance Commission of that city reports that in eighty-four takings of land, approximately fifty per cent more than the assessed value has been paid, this difference amounting to roughly $1,000,000. The Commission recommends that the schoolhouse department return to a policy of private negotiation in land purchase, to thus establish a limit for future prices. The commission further points out that in paying roughly $3,000,000 in taxpayers' money for land assessed at $2,000,000, the property purchased from institutions or trustees was obtained at almost the assessed value, but when purchased from individuals, the difference was more nearly 100 per cent., thus adding a new significance to the fifty per cent. figure for the total.

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TREND OF THE TIMES

CONVICT LABOR or the leasing of human beings to coal-mine owners and other private contractors, has at last been brought to a close in Alabama. The medieval cruelty and brutality of coal-mine bosses aroused such a storm of protest that the State Legislature, during the last session, repealed the convict-leasing law. On July 1 some seven hundred prisoners left the dust and grime of privately operated coal mines, and were transferred to state farms and road building camps.

PEOPLE are no longer much concerned about denominational differences, but tend to join the most popular churches in the community, declares the Rev. John Richelsen, pastor of the Kenmore Avenue Presbyterian Church, Buffalo, in Scribner's Magazine. He points to the steady decline in the number of church edifices, while membership increases, as evidence of the decline of denominationalism.

ILLNESS in the United States costs each family $134.68 annually, according to Homer Folks, secretary of the State Charities Aid Association of New York, in a report to the International Conference of Social Workers. The cost per capita he estimated at $31.08. Of the $15,000,000,000 yearly illness cost to the people of the United States, more than ninety-three per cent. of the burden is borne by the patients and their families. Only about $76,000,000 a year is spent to prevent illness.

TRADE RESTRICTIONS have been abolished in a multilateral commercial treaty negotiated under the auspices of the League of Nations at Geneva recently. The adoption of the agreement was conducted in the presence of the American delegation. Of several hundred prohibitions originally asked as exemptions, only eighteen remain, and of these, ten possess only slight importance. Separate protocols for the abolition of restrictions on commerce in hides, skins and bones were adopted.

CHINESE emigrations began in 1860, when Britain, Spain and Holland sought cheap labor for their colonies. Now 8,000,000 Chinese live abroad.

EIGHT HUNDRED MILES from the North Pole, at Craig, Ellesmere Island, Canada has erected a police station, custom house and post office. Winter temperatures touch fifty-one degrees below zero and gales sometimes blow twenty-one days at a time, keeping all hands indoors.

LAST YEAR the number of students receiving a business education at the university level in the United States was 80,000; in Germany, 15,000; in Great Britain, 950.

AMERICAN MISSIONARIES in the Orient have helped estrange Japan and China, Motosada Zumoto, of Japan, charged at the Institute of International Relations in Seattle. Missionaries, he said, have misrepresented to their American patrons the culture and civilization of the Orientals. They were not malicious in their activities, but were actuated by religious zeal, coupled with the desire to obtain more funds, he asserted.

PRESIDENTIAL ELECTIONS since that of Lincoln have been won by the candidate with the largest campaign fund, with one exception, according to a statement issued by the Socialist National Campaign Committee. This one exception was in 1916, when less was spent for President Wilson than for Charles E. Hughes. A total of $42,085,776 has been spent directly in the national campaigns of the Republican and Democratic parties since 1860. Amounts spent by the Senatorial, Congressional, State and local committees were infinitely greater, the statement said.

CANCER CONTROL may not be accomplished for another century, said Dr. James Ewing of the Cornell University Medical School before the British Empire Cancer Conference. Dr. Ewing argued against the microbic theory of cancer, saying that it "must be ruled out of court on the grounds of 'no evidence,' and because it raises more questions than it solves and is inconsistent with known facts."

IRELAND is working away peacefully and making remarkable forward strides. The fiscal year 1928 was the first one in which Ireland showed a surplus. Her income was $120,000,000, and her expenditures were $125,000 less than that amount. The year before there was a deficit of $15,000,000. Income taxes have been reduced a shilling in the pound; good roads have been multiplied and property increased. Liquor drinking has been substantially reduced.

The BOOK TABLE

HIGHER BOOK OF SONGS. By Robert Foresman. Cloth. 7 by 15 inches. 400 pages. New York, Cincinnati, Chicago, Boston, Atlanta: American Book Company.

It means much for public school music, especially, to have the rare collection of songs which Robert Foresman has secured available with his masterful classification. In this Sixth Book of Songs Mr. Foresman has rendered the greatest service of his brilliant career. All present-day leaders in public school supervision magnify achievement in skill in sight reading, but Mr. Foresman well says there must be something more than skill in sight reading in the high school. Natural musical endowment must be developed into a sensitive and spontaneous response to fine music and the attainment of at least a fair capacity for musical expression.

Mr. Foresman emphasizes the fact that adequate musical achievement will carry the musical attainment of the school over into the adult life of the student. The genius of Mr. Foresman is clearly seen in the range of mood in the choice of songs. There are songs of nature in varied aspects; songs of war, sport, and adventure, of gay dance and solemn procession; love songs of exceptional beauty and dignity; hymns, both familiar and classic, as well as a large group of fine religious songs of more complex structure; these give opportunity for fine discrimination of many diverse moods.

LESSONS IN CITIZENSHIP FOR THE JUNIOR HIGH SCHOOL AND UPPER GRADES. By Grace A. Turkington, Somerville, Massachusetts, Mary S. Mugan, Fall River, Massachusetts, and Myron T. Pritchard, formerly of Everett School, Boston, now chairman of School Board, Daytona Beach, Florida. Cloth. Illustrated. 512 pages. Boston, New York, Chicago, Atlanta, Dallas, Columbus, San Francisco: Ginn and Company.

This is an important book from the latest educational angle. In a word it is a text of achievements, with the latest vision. It touches the life of today from many angles. It attracts boys and girls because it deals with achievements in which they are vitally interested. It is an inspiration. It has real personal thrills for wide-awake students. It makes the doing of worthwhile things as fascinating as basket ball.

These pages make citizenship a noble, personal achievement. They have none of the old-time notions that government's chief business is to protect property and life and prepare people to look upon citizenship as assuming a lot of abstract duties which are more or less repellant.

Everything here is appealing, making citizenship a joy and its responsibilities alluring achievements. Here is a sample suggestion: "Give an illustration from real life or from fiction of a person who made good use of all of his school and library opportunities."

THE HIAWATHA PRIMER. By Florence Holbrook, Principal of Wendell Phillips Junior High School, Chicago, formerly principal of Forestville School, Chicago. New Edition. Cloth. Illustrated. Boston, New York, Chicago, Dallas, San Francisco: Houghton Mifflin Company.

Florence Holbrook, the creator of "The Hiawatha Primer," is a brilliant genius, as this fascinating primer has demonstrated in its appeal to thousands of little people in school and out. There has been no rival of this primer in thirty years, and she has heightened its value educationally, as she has intensified its charm for children by new artistic touches. It comes from the bindery while she is in Russia, scattering cheer among the teachers of that far-away country. We would like to see her when the first copy from the bindery reaches her, for she has always loved her "Hiawatha Primer," which is one reason why children always love it. She made it beautiful because she loved the little people in the Forestville School, who really made the book by the way they loved the story of one of the world's great poets.

LIVING ENGLISH STUDIES. By Ethel Lee, A. M., Los Angeles City Schools. Cloth. 320 pages. New York: The Macmillan Company.

We think this is the most remarkable Language Lesson book that we have ever seen. It was written in Los Angeles and has the "Spirit of Los Angeles" as really as Lindbergh's "We" had the "Spirit of St. Louis."

Think of a school book on the market in New England in May, 1928, that has the story of Charles A. Lindbergh and his great achievement and using this as a lesson in language in "Punctuation and Use of Capital Letters." If that isn't the Los Angeles spirit it would be difficult to find it.

Everything in these Language Lessons is associated with some notable person in whom all children are interested or with some important achievement to which pupils are sure to be attracted. Here are chapter subjects: "Thomas A. Edison"; "The Storage Battery"; "Iron in the Blood"; "Enrico Caruso, the King of Tenors"; "Mrs. Frank A. Gibson, of California, Champion of Adult Education"; "William James, Psychologist, a Good Father"; "Getting Rid of Mice, the Army Post Office."

Everything in Good English is taught in connection with some fascinating personality or captivating achievement. And it is not "soft English," but the real thing with abundant practice in every case.

THE GOVERNMENT OF SOUTH DAKOTA, STATE AND LOCAL. By Loren G. Atherton, University of South Dakota. Cloth. 352 pages. Published by Fred Olander Company, Pierre, South Dakota.

The future of America depends upon the intelligent loyalty of all the citizens to the state, as well as to the National Government, and Professor Atherton has prepared a school book on "The Government of South Dakota" which will presumably be studied by every child in the public schools for many years to come.

A History of North Dakota went begging for a publisher, because no publisher believed the book would ever sell 1,000 copies. There were five editions sold in the first two years. Books with local personality are sure of permanent sale, and schools will more and more concentrate on local books that are a keystone in the National Arch.

Professor Atherton was for several years a member of the State Senate of South Dakota. He was on the faculty of the State Teachers' College, Madison, South Dakota, several years, is the author of several successful books. No one is better equipped to prepare "The Government of South Dakota" than is Professor Atherton.

Books Received

"The Individual Pupil." By Paul R. Mort, Ph. D.—"Junior High School English." Books 1, 2, 3. By C. E. Crumpton and J. S. Hosic. New York City: American Book Company.

"College Handbook of Composition." By Edwin C. Woolley and Franklin W. Scott.—"Second Latin Lessons." By Charles Edgar Little and C. A. Parsons.—"Community Health." By C. E. Turner and G. B. Collins. Boston, New York: D. C. Heath and Company.

"Terre de France." By Otto F. Bond.—"Problem Exercises for High School Teachers." By Douglas Waples and W. C. Reavis and others. Chicago, Illinois: University of Chicago Press.

HYGIENE and ECONOMY

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GRINS BETWEEN GRINDS

He-Man

"There's a man who knows how to handle women. He makes them work like Trojans for him and half starves them, and then takes their money and turns them out, mere shadows of their former selves—and he makes them like it."

"Good heavens! What sort of a beast is he?"

"He's a reduction expert."—Life.

More Likely

College Graduate: "I'm looking for a position that will pay me about five thousand per."

Employment Manager: "The rest of that word is 'h-a-p-s.'"

Unfortunately Put

Jenks complained of the conduct of his son, relating to Jinks all the young man's escapades. "You should speak to him with firmness and recall him to his duty," said the friend.

"I have, of course," was the reply, "but he pays not the least attention to what I say. He listens only to the advice of fools. I wish you would talk to him."

Mean Man Caught

A very mean man went into a glassware shop in search of a present for a friend. After spending some time looking at different articles and finding them all too expensive, he at last saw a vase which was broken in several pieces. He inquired the price and finding it was practically nothing, decided to send it to his friend, hoping that he would think it had been broken in the mail.

Accordingly, he asked the clerk to pack and dispatch it.

A few days later he received the following reply from his friend:—

"Thanks for the vase. So thoughtful of you to wrap up each piece separately."

At Least a Possibility

A well-known club woman was talking to her lawyer concerning her desire to obtain a divorce. "My chief reason," she said, "is that I don't know where he is."

The lawyer stroked his chin reflectively, and then ventured:—

"He may be at home."

No?

"Dad, I got into trouble at school today, and it's all your fault!"

"How so?"

"Well, you remember, I asked you last night how much a million dollars was?"

"Yes. Well?"

"Well, teacher asked me today, and 'helluva lot' isn't the right answer."

Success Secret

Word has just been received, telling of a teacher who started work in her profession twenty years ago, and has retired with the comfortable sum of $60,000. This was acquired through industry, economy, conscientious effort, indomitable perseverance and the death of an uncle who left her an estate valued at $59,999.59.

Easily Remedied

A man who had great difficulty in spelling words that had "ei" and "ie" in them mentioned the matter to a friend.

"Oh," said the friend, "I have a splendid remedy for that. It's infallible, too. I've used it for years and never been let down yet."

The first man expressed his delight and interest, then waited for enlightenment.

"The rule is this," the friend declared. "Write your 'i' and 'e' exactly alike, and be sure to put your dot exactly between the pair of them."

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President Lamkin, Man of Vision

By Grace Toomey
Kansas City, Mo.

Missouri is justly proud of her native son, Uel W. Lamkin, the president of the National Education Association. We of the educational work of the state of Missouri are glad of this timely recognition of one of our outstanding men.

The National Association is fortunate in having its affairs in the hands of this man of vision, educational experience, and splendid executive ability. His successful educational work in all fields has given him a wide and well-rounded experience, and a broad and keen vision that augur well for our national organization.

The classroom teachers are especially gratified that Dr. Lamkin was chosen to lead the N. E. A., not only because he comes from a family of leaders, but because he has worked up from the bottom efficiently, serving in many positions of responsibility, for he has been successful as teacher, as principal, as superintendent (city, county, and state), and is today president of one of our most progressive State Teachers' Colleges. So we feel that he knows all our problems from all viewpoints, and that he is in a good position to know and solve them, because of his present work—the training of teachers. What an opportunity he has for the development of high ideals, telling leadership, and efficient service! And President Lamkin is equal to the task—capable and able to cope with any situation, for he is keenly alive to all progressive educational movements and is tellingly aggressive in their accomplishment.

If You Can and Will

By Will H. Brown

If you can smile when every one about you
Complains and growls about the Prohibition law;
If you can prove your case with facts and figures,
While some make statements most absurdly raw;
If you can show how Prohibition's helpful,
In making homes where children love to be;
If you can mention cases by the dozen,
Where wives and mothers have true liberty;
If you can tell of talks with those who're teachers,
How pupils come well-nourished and well-dressed;
If you are old enough to have remembrance
Of days when drunkards' children were distressed;
If you can draw a picture of the diff'rence
When children ran to get away from dad,
And now how boys and girls with faces happy
Run out to meet him, 'cause they're truly glad;
If you can quote from doctors and from nurses
Who helped poor human wrecks in former years
When drink was licensed and was sold in many places,
And drunkards staggered home to make more tears;
If you can get some figures from a banker,
Who knows what workmen now are doing with their pay,
Who'll tell you that their fam'lies never had such comforts
In the days when licensed liquor held full sway;
If you will talk with those now doing business,
And ask how those who buy goods pay their bills,
And learn that ne'er before was there such promptness;
That merchants ne'er before have had such thrills;
If you will do all this, then tell the people
Who're wavering and faltering on the law,
And stand foursquare and earnestly inform them,
And let them KNOW your stand, with firm-set jaw;
'Tis then you'll give those 'round you moral courage,
That all may band together for our youth;
'Tis then you'll help the worth-while men and women
To show sincere respect for law and truth.

—Exchange.

Meetings To Be Held

SEPTEMBER.

6: Massachusetts State Normal Teachers Association, M. Grace Fickett, State Normal School, Westfield, Mass.; Bridgewater, Mass.

OCTOBER.

1-5: Playground Recreation Association of America, H. S. Braucher, 315 4th Avenue, New York City, N. Y.; Atlantic City, N. J.

4-5: All-State Conference for Vocational Homemaking Teachers, Western Illinois State Teachers College, Macomb. Adah Hess, supervisor, Springfield, Ill.

5-6: Illinois State Home Economics Association, Macomb, Illinois. Adah Hess, Springfield, Illinois.

4-5: New York State Teachers Association, Harlan H. Horner, 212 State Street, Albany; Potsdam, N. Y.

10-12: Wyoming State Teachers Association, B. H. McIntosh, High School, Cheyenne; Casper, Wyoming.

11-13: Vermont State Teachers Association, Bertha P. Lambert, 310 Gage Street, Bennington; Rutland, Vermont.

15: Montana State Council of English Teachers, Margaret Ronan, Missoula; Missoula, Montana.

18-19: Northeastern Indiana Teachers Association, Fort Wayne, Indiana.

18-19: Southwestern Indiana Teachers Association, Evansville, Indiana.

18-20: Indiana State Teachers Association, Charles O. Williams, 205 Hotel Lincoln, Indianapolis,; Indianapolis, Indiana.

18-20: Utah Educational Association, D. W. Parratt, 316 Vermont Building, Salt Lake City; Salt Lake City, Utah.

19-20: New Hampshire State Teachers Association, Florence J. Hewitt, Portsmouth, N. H.; Portsmouth, New Hampshire.

22-25: National League of Compulsory Education Officials, A. N. Hennigar, Board of Education, Detroit, Mich.; Joilet, Ill.

24-26: Washington Educational Association, Arthur L. Marsh, 707 Lowman Building, Seattle, Washington; Seattle, Wash.

24-27: Montana Education Association, R. J. Cunningham, 9 Kohrs Block, Helena; Great Falls and Missoula, Montana.

25-26: Maine Teachers Association, Adelbert W. Gordon, Department of Education, Augusta, Maine; Bangor, Maine.

25-26: New York State Teachers Association, Harlan H. Horner, 212 State Street, Albany; Schenectady, N. Y.

25-26: Washington Education Association, Arthur L. Marsh, 707 Lowman Building, Seattle; Bellingham and Walla Walla, Washington.

25-27: Rhode Island Institute of Instruction, Clarence W. Bosworth, Cranston High School, Auburn, R. I.; Providence, R. I.

26: North Carolina Education Association, Jule B. Warren, Box 887, Raleigh; Hendersonville, North Carolina.

26: Franklin County Teachers Convention, Greenfield, Mass., M. C. Moore, President, Greenfield.

26: Connecticut State Teachers Association, S. P. Willard, State Capitol, Hartford, Conn.; New Haven, Hartford, Bridgewater, New London.

26-27: Association of Summer School Directors, W. E. Scalock, University of Nebraska, Lincoln, Neb.; Lincoln, Nebraska.

26-27: New York State Teachers Association, Harlan H. Horner, 212 State Street, Albany; Utica, N. Y.

31-November 3: Nebraska State Teachers Association, Everett M. Hosman, 511 Richards Block, Lincoln; Chadron, McCook, Lincoln, Norfolk and Omaha, Nebraska.

NOVEMBER

1: Iowa State Federation of Teachers Clubs, Mrs. Lillian S. MacDowell, 719 Times Street, Keokuk, Iowa; Des Moines, Iowa.

1-3: New Mexico Educational Association, John Milne, Albuquerque; Albuquerque, Mexico.

2: North Carolina Education Association, Jule B. Warren, Box 887, Raleigh; Charlotte, North Carolina.

2-3: New York State Teachers Association, Harlan M. Horner, 212 State Street, Albany; Buffalo, Rochester, New York.

2-3: Iowa Association of Teachers of English, Mrs. Nellie S. Aurner, State University of Iowa, Iowa City, Iowa; Des Moines, Iowa.

2-4: New Mexico Educational Association, John Milne, Albuquerque, N. M.; Albuquerque, New Mexico.

4-5: Wisconsin Physical Educational Association, Theresa M. Statz, 211 Henry Clay Street, Milwaukee, Wis.; Milwaukee, Wis.

5: Wisconsin Association of Mathematics Teachers, Miss Root, Racine High School, Racine, Wis.; Milwaukee, Wis.

5: North Carolina Education Association, Jule B. Warren, Box 887, Raleigh; Durham, North Carolina.

7-9: Iowa State Teachers Association, Charles F. Pye, 415 Shops Building, Des Moines, Iowa; Des Moines, Iowa.

7-9: North Dakota State Education Association, M. E. McCurdy, 11 Magill Block, Fargo; Grand Forks, Minot, Jamestown, North Dakota.

8-9: Kansas State Teachers Association, F. L. Pinet, 315 W. 10th Street, Topeka; Hays, Hutchinson, Fort Scott and Topeka, Kansas.

8-10: Wisconsin Teachers Association, B. E. McCormick, Bever Building, Madison, Wis.; Milwaukee, Wis.

8-10: Minnesota Educational Association, C. G. Schulz, 919 Pioneer Building, St. Paul, Minnesota; St. Paul, Minn.

8-10: Kansas State Teachers Association, F. L. Pinet, Topeka, Kansas; Topeka, Kansas.

8-10: Arkansas Educational Association, H. L. Lambert, Box 1086, Little Rock, Ark.; Little Rock, Ark.

9-10: Wisconsin Association of Modern Foreign Languages Teachers, Mariels Schirmer, University of Wisconsin, Madison, Wis.; Milwaukee, Wis.

8-10: Arizona Education Association, W. T. Machan, Creighton High School, Phoenix; Phoenix, Arizona.

8-10: Colorado Education Association, W. B. Mooney, 530 Commonwealth Building, Denver; Grand Junction, Pueblo, Denver.

8-10: Delaware State Education Association, Robert E. Shilling, Supt., Milford; Newark, N. J.

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